

Reception Weekly Overview for Online Learning



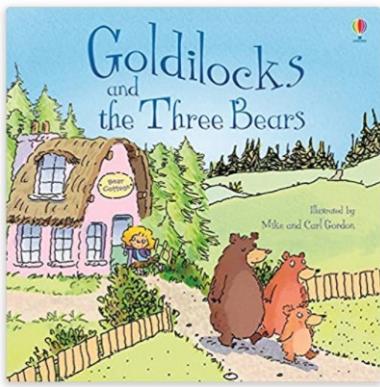
Week beg. Monday 25th January 2021



Activities for Mathematics and Literacy will be available on Tapestry daily. Please upload evidence of learning to Tapestry daily all together as one observation each day.

<p>Ongoing Practice</p>  	<p>Reading Eggs - daily practice. Name writing - with a capital letter at the beginning, followed by lowercase letters, all formed correctly. Singing - nursery rhymes and our favourite songs.</p>
<p>Mathematics</p>   	<p>Focus area: Capacity</p> <p>Daily focus: Monday - Introduction to capacity and key language Tuesday - comparing capacity Wednesday - investigating capacity Thursday - outdoor kitchen Friday - matchbox challenge</p> <p>Learning intentions: I can understand and use language related to capacity. I can compare the capacity of different containers.</p> <p>Key vocabulary: Measure, capacity, compare. Container, fill, pour. Full, empty, half full, nearly full, nearly empty. Tall, thin, narrow, wide, shallow, deep. Materials – water, sand, loose parts</p> <p>Key questions: Which container holds the most? How many spoons does it take to fill the container?</p> <p>Input and tasks: A teaching video will be uploaded to Tapestry each day.</p> <p><i>Here are some website links to support this week's learning:</i></p> <p>Full and empty show: https://www.youtube.com/watch?v=-90A573cx3w</p> <p>Opposites song: https://www.youtube.com/watch?v=HGeuA4iJ8vI</p>

Literacy (reading & writing)



Your name: _____

Goldilocks

Circle the words that describe this character:

happy friendly clever
caring angry beautiful
rude handsome evil
helpful smart moody
honest ugly kind
wicked nasty scary
cross shy mean pretty
horrible sly polite
grumpy calm furious
unkind fierce bold



This week we will continue learning through the focus story: **Goldilocks and The Three Bears.**

Daily focus:

Monday - Hot seat Goldilocks.

Tuesday - Shared reading instructions for making oats.

Wednesday - Speech bubbles e.g. too hot / cold / just right.

Can you write instructions to make porridge?

Thursday - Shared write describing Goldilocks.

Friday - Show for the family (acting out the focus story).

Learning intentions:

I can role play.

I can follow instructions.

I can write speech bubbles.

I can describe a character.

I can retell a story through role play.



Key vocabulary:

Title, characters, Goldilocks, Three Bears.

Daddy bear, Mummy Bear, Baby Bear.

Goldilocks, instructions.

Porridge, too hot, too cold, just right.

Chair, broke, pieces.

Bed, too hard, too soft, just right, asleep.

Sound, letter, capital letter, start, end, cross, dot, finger space, word, sentence, full stop.

Key questions:

Can you read and ask Goldilocks the questions you wrote?

How will you answer the questions if you were Goldilocks?

Can you use your sounds to read the instructions for cooking porridge?

What is the first thing you have to do when making porridge?

What words can you use to describe Goldilocks?



Input and tasks: A teaching video will be uploaded to **Tapestry** each day. Please upload evidence **daily**.

Here are some website links to support this week's learning:

Making porridge:

<https://www.youtube.com/watch?v=w-O5nXqK4FA>

Story:

https://www.youtube.com/watch?v=qOJ_A5tgBKM

Songs:

<https://www.youtube.com/watch?v=UaulRHrJGeU>

<https://www.youtube.com/watch?v=PFXE3zvXbjc>

Activities:

<https://www.bbc.co.uk/cbeebies/shows/cbeebies-goldilocks-and-the-three-bears>

Phonics

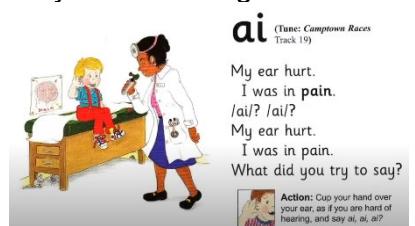
Twinkle

Phase 3 Tricky Words

he	she	we	me
be	you	all	are
her	was	they	my

twinkl

Jolly Phonics songs



Mr Thorne Does Phonics



Alphablocks



BBC Bitesize



This week we are learning the sounds: **oo (short), oo (long), ar' and 'or'**.

Daily focus:

Monday - 'oo' as in 'book' and 'look'.
Tuesday - 'oo' as in 'food' and 'boot'.
Wednesday - 'ar' as in 'car' and 'star'.
Thursday - 'or' as in 'porch'.
Friday - revisit sounds and tricky words

Tricky words: all, are, her and was.

Revisit: Phase 3 sounds.

Learning intention:

I can link sounds to letters.
I can form the letters correctly.
I can write a sentence using the sounds.

Key vocabulary:

Digraph

Words with the focus sounds.

Words linked to letter formation – start, down, up, curve, straight, cross, dot, end.

Key question:

Can you think of any words that have this sound at the beginning / in the middle / at the end?



Input and tasks:

A teaching video will be uploaded to **Tapestry** each day featuring:

1. Starter – ‘Jolly Phonics’ song
2. Revisit & review - speed sounds - phase 3
3. Teach – introducing the new sound: Jolly Phonics actions, letter formation, air writing and writing modelled by the teacher
4. Apply – playing ‘my turn, your turn’ with words containing the sound, reading captions.

Here are some website links to support this week's learning:

<https://www.youtube.com/watch?v=opQ7gMO9ysc>

https://www.youtube.com/watch?v=UfMKV_9agiY

<https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zr6f6y4>

<https://www.bbc.co.uk/cbeebies/shows/alphablocks>

Science**You will need:**

A selection of materials for building beds e.g.
blankets
sheets
sleep mats
pillows

A selection of materials which would not make good beds e.g.
wooden plank
tinfoil
building blocks
cornflakes

Focus linked to Topic: **Change**

The focus story this week is all about Goldilocks and the Three Bears. In the story, Goldilocks tries different beds.

Learning intention:

I can describe what makes a bed comfortable.

Key vocabulary:

Bed
Hard
Soft
Bad bed
Lumpy
Comfortable
Uncomfortable

**Key questions:**

Why did Goldilocks like baby bears bed?
What was wrong with the other beds?
Can you use these materials to make a bed?
Which materials were good for the bed and which materials were not so good?
Which materials made the best bed?
Are there any materials you would like to try out?

Tasks:

Can you try out different beds to which one is comfortable?
Think out encouraging the children to use the key vocabulary when describing the bed.
Next try using different items to make the bed more or less comfortable (look at ideas from this page).

Here is a website link to support this week's learning:

Making a bed.

<https://www.youtube.com/watch?v=018mAffBtUo>

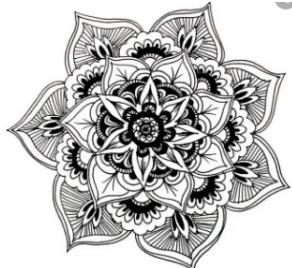
Remember to upload evidence of learning to Tapestry.

**Wellbeing/Creative and Fun**

Choose **one or two** of these fun activities to try during the week.

Remember to share a photo or video on Tapestry, to show us what you have been doing.





1. Mindful colouring:

Activity:

This week's first wellbeing activity:

Put on some soft music.

Choose a picture from a colouring book to colour in or create your own picture to colour in.

Adults can join in with this as it is seen to be very relaxing for all ages!

Here is soft music to help with your mindfulness.

<https://www.youtube.com/watch?v=2OEL4P1Rz04>

2. PE with Joe:

Activity:

Can you join in with Joe next Monday, Wednesday and Friday to keep fit?

Maybe you can persuade your mummy or daddy to join in too, because grown-ups like exercising too, because it helps us all to stay healthy.

<https://www.youtube.com/c/TheBodyCoachTV/community>

3. Cosmic Kids Yoga:

Activity:

Stay fit and healthy by joining in with Jamie for some Cosmic Kids Yoga.

This video is about going on a bear hunt:

<https://www.youtube.com/watch?v=KAT5NiWHFIU>